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AUTHOR Hertz, Daniel G.
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ABSTRACT

This report presents the results of surveys of Montana schools at all levels that offered business and office education subjects or units of instruction. Business education leaders from other states--representatives of the National Association of Business Teacher Education--were also surveyed. Chapter I is an introduction. Chapter II contains the major concepts/skills for business education subjects recommended by a majority of the business education community surveyed. Those recommendations not approved by a majority are also listed. Chapter III presents recommendations for course offerings at the various levels (elementary, secondary, junior high school, high school, postsecondary, college/university, adult). Fifty tables indicate the percentage level of recommendations for the specific subjects that should be taught at the particular level and the percentage level at which the subject is taught in Montana schools. Chapter IV is a summary of computer usage in junior and senior high schools in Montana. Chapter V contains a table that gives the percentage breakdown in comparing four schools as to whether a subject is taught separately or as a unit of instruction in a subject, presents conclusions summarizing recommendations for subjects to be offered at various levels, and offers recommendations. (YLB)

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ARTICULATION RESEARCH OF BUSINESS AND OFFICE EDUCATION IN MONTANA

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PLAN for the FUTURE...

Daniel G. Hertz, Business Education and Office Systems Montana State University, Bozeman

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ARTICULATION RESEARCH OF

BUSINESS AND OFFICE EDUCATION

For the
Office of Public Instruction
Department of Vocational Education Services
State Capitol
Helena, Montana

By

Dr. Daniel G. Hertz
Montana State University
Bozeman, Montana
January, 1985

FORWARD

This final report describes the research activities carried out by this researcher for the Office of Public Instruction that were part of a study entitled: ARTICULATION RESEARCH IN BUSINESS AND OFFICE EDUCATION.

Business and Office education curriculums were surveyed in Montana schools, at all levels to determine what subjects are offered and what are the major concepts/skills contained therein. Business Education Leaders from other states were surveyed as to their recommendations for the offering of various subjects at the different levels and unit of instruction content.

Presented in this report are the results of the surveys and the resulting conclusions and recommendations.

Thanks to the Office of Public Instruction, Ms. Marion Reed, Business and Office Education Specialist, NABTE members, and Montana business teachers for their help and participation in the study.

--Daniel G. Hertz

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CHAPTER I

INTRODUCTION

During May, 1984, schools in Montana at all levels that offered business and office education subjects or units of instruction were surveyed in order to present a status report of business and office education in Montana. Leaders of business education--Representatives of the National Association of Business Teacher Education--were also surveyed in order to ascertain their recommendations concerning subject placement and content.

Presented in Chapter II are the recommendations of "Major Concepts/Skills" for business and office education subjects.

Chapter III presents recommendations for "Course Offerings at the Various Levels" as recommended by leaders in business education. Also presented in Chapter III is "Status of Business Education Subjects in Montana."

Presented in Chapter IV is a summary of computer usage in junior and senior high schools in Montana.

Chapter V presents the Summary, Conclusions, and Recommendations of the study.

CHAPTER II

Recommendation of Major Concepts/Skills for Business Education Subjects

The following major concepts/skills for business education subjects are recommended by a majority of the business education leaders and by teachers and departments of business education surveyed. Under "Other Concepts/Skills" are listed those recommendations that were not recommended by a majority.

The procedure utilized to request recommendations was two fold. An open ended questionnaire was developed to elicit responses from "Leaders" of Business Education. The "Leaders" are Representatives of the National Association of Business Teacher Educators. Their responses were tabulated and another questionnaire was developed and administered to Business Education departments throughout Montana. Chapter II represents a summation of the results.

GENERAL BUSINESS

Major Concepts/Skills

1. Your Role as a Consumer
2. Managing Your Money and Making Wise Credit Decisions
3. Understanding Your Economic System
4. The Economic Role of a Business
5. Using Banking Services
6. Saving and Investing Money
7. Protecting Yourself with Insurance
8. Government and Labor in Your Economy
9. Finding and Starting a Career in Business

Other Concepts/Skills

1. Entrepreneurship

CONSUMER ECONOMICS/PERSONAL FINANCE/CONSUMER EDUCATION

Major Concepts/Skills

1. The Essentials of Efficient Management of the Student's Economic Affairs
2. Student's Legal Rights as a Consumer
3. How to Spend Income and Use Credit Wisely
4. Appreciate the Importance of Planning for the Future by Combining Savings, Investment, and Private and Public Insurance
5. Roles of Consumers, Investors, Business, Government, and, International Trade in the American Economy.
6. The Effect of Business, Labor, and, Government Activities on Individual Decision Making
7. The Role Advertising PLays in the Marketplace and Interpreting Advertising Discriminately
8. Role of Government in Promoting Consumer Welfare and Protection

Other Concepts/Skills

1. Names of Reliable Sources of Consumer Information

BUSINESS LAW

Major Concepts/Skills

1. Identify and Define the Essential Elements of a Contract

2. Draw up a Legal, Binding Contract and Decide what Constitutes a Warranty

3. Understanding Personal Property, Bailments, and Real Property

4. Understanding Business Organization, Sole Proprietorships, Partnerships, Corporations, and the Uniform Commercial Code

5. Using Credit and Commerical Paper, Understanding Agency and Employment

6. Contrast Civil Action with Criminal Action Procedures and Describe the Guidelines for Punishment of a Felony, a Misdemeanor, Define Torts and the Litigation Process

7. Contrast Minors and Majority as Viewed by the Law

8. Compare and Contrast Natural Rights, Civil Rights and Political Rights and Describe our United States System of Courts

Other Concepts/Skills

1. Trace the Origin of our Law and its Development and Define the Kinds of Law

2. The Relationship between Ethics and Legality

3. Lessor/Lessee--Rental Agreements

ECONOMICS

Major Concepts/Skills

1. An Understanding of the American Economy and its Characteristics
2. A Knowledge of Economic Principles Relating to Local, State, National, and International Economic Problems
3. Appreciate the Relationships Inherent in Economic Activity
4. An Understanding of the Basic Economic Problems of Society
5. Realization that Solutions to Economic Problems must be Couched in Terms of Goals and Values of Differing Groups
6. Development of a Vocabulary to Understand Common Economic Terms Used in the Press
7. Increase the Ability to Read and Interpret Statistical Materials, Tables, and Graphs
8. An Understanding of the Way the Economic Systems of Other Countries are Organized and Operated

Other Concepts/Skills

1. The Ability to Use an Analytical Approach to Solve Personal Economic Problems
2. Entrepreneurship--To Business--integrated Approach to Economics (Accounting, Finance, Management, and Marketing)

BUSINESS PRINCIPLES AND MANAGEMENT

Major Concepts/Skills

1. Understand the Business Terms, Problems, and Decisions Involved in Operating a Business Successfully

2. Appreciate the Importance of Business in Our Economy

3. Understand the Most Common Forms of Ownership--Proprietorship, Partnership Corporation, and Cooperative

4. Understand How Managers Effectively Work with, Communicate with, and Motivate Employees

5. Understand the Various Tools and Techniques that Managers Use to Perform the Planning, Organizing, Leading, and Controlling Functions of Management

6. Have a Foundation for Understanding Financial Terms Commonly Used by Managers and Accountants

7. Understand the Specific Career Objectives in the Business World

Other Concepts/Skills

1. Facts, Procedures, and Concepts that will Aid you in Becoming Effective Members of the Business Community

2. Understand Fundamental Marketing Principles and Concepts

3. Management/Supervisory Theory

4. Financing a New Business

ACCOUNTING I (First Year)

Major Concepts/Skills

1. The Accounting Equation and Classifing Terms as Assets, Liabilities, or Capital and Prepare Beginning Balance Sheet
2. Record and Post Opening Entry in a General Journal
3. Analyze How Transactions Affect the Accounting Equation
4. Analyze Transactions into Debit and Credit Parts-T Accounts
5. Arrange Accounts into a Chart of Accounts and Post from the Journals to Ledger Accounts
6. Prepare Worksheet and Financial Statements--Income Statement, Balance Sheet, and Capital Statement
7. Record and Post Adjusting and Closing Entries: Post-Closing Trial Balance
8. Data Processing Application in Accounting
9. Microcomputer Applications in Accounting

ADVANCED ACCOUNTING (Second Year)

MajorConcepts/Skills

1. Review of Basic Accounting and D ta Processing Procedures
2. Managerial Accounting for Merchandising Business
3. Managerial Accounting for Manufacturing Business
4. Process Cost Accounting
5. Job Order Cost Accounting
6. The Voucher System
7. Accounting for Plant and Equipment-Depreciation
8. Accounting for Partnerships and Corporations
9. Interpreting Financial Information

THE FREE ENTERPRISE SYSTEM

Major Concepts/Skills

1. How the Individual Operates within the System of Free Enterprise as a Producer-Worker, as a Consumer-User, and as a Citizen-Voter
2. The Role of Business in Our Free Enterprise Economy
3. Understand the Individual's Roles in Our Free Enterprise Economy
4. Understand Financial Planning in Our Free Enterprise Economy
5. How Our Economic System Operates
6. The Unique Qualities of the Free Enterprise System
7. Understand Economic Growth and Stability in Our Free Enterprise Economy
8. Understand the Factors Influencing National Income in Our Free Enterprise Economy
9. Understand the Financial Institutions in Our Free Enterprise Economy

RECORDKEEPING

Major Concepts/Skills

1. Develop Recordkeeping Basic Skills, Gathering, Recording Classifying, and Sorting, Computing, Reporting, and Filing
2. Recordkeeping for Personal Budgeting
3. Recordkeeping for Banking--Writing Checks, Endorsing Checks, Reconciling a Bank Statement, and Maintaining a Checking Account
4. Preparing Bank Deposits
5. Preparing Payroll Records
6. Recordkeeping for Sales Slips, Stock Record Cards, Purchase Orders and Invoices, and Sales Invoices
7. Filing Records--Alphabetic, Numeric, and Subject
8. Basic Accounting Records
9. Data Processing and Recordkeeping

DATA PROCESSING

Major Concepts/Skills

1. Have an Understanding of the Terminology Used in the Computer Industry
2. Know the Definition of Computer Hardware and Software
3. Know How Processing Data on a Computer System Takes Place
4. Know and Understand the Input/Output Media and Devices and Auxiliary Storage
5. Know and Understand Data Communications
6. Have an Understanding of Management Information Systems and Data Base Systems
7. Know the Basic Concepts of Computer Programming Utilizing the Basic Programming Language
8. Write and Design Programs and Test the Programs on the Computer System
9. Know How to Operate Effectively and Efficiently a Microcomputer

MICROCOMPUTERS

Major Concepts/Skills

1. Develop the Function, Operation, and Control of Accounting Application Packages
2. Develop Word Processing Skills on the Microcomputer
3. Touch Control of the Alphabetic, Numeric and Symbol Keys
4. Develop Skills in Programming in the Basic Language
5. Effective and Efficient Use of Machine Parts
6. Develop the Function, Operation, and Control of Business Planning Application Packages
7. Touch Control of the Ten-Key Numeric Keypad

Other Concepts/Skills

1. Develop the Function, Operation, and Control of Inventory Application Packages
2. Develop the Function, Operation, and Control of the Financial Analysis Application Packages

KEYBOARDING

Major Concepts/Skills

1. Touch Control of Alphabetic Keys
2. Touch Control of Numeric Keys
3. Touch Control of Ten-Key Numeric Keypad
4. Touch Inputting Skills Transferable to the Electronic Keyboard
5. 30 Words Per Minute on a 3-Minute Timing with a 3 Error Cut-Off

Other Concepts/Skills

1. Touch Control of Symbol Keys
2. Typing Tabular Material
3. Typing Computer Programs

BEGINNING TYPEWRITING

Major Concepts/Skills

1. Learn and Demonstrate Proper Posture and Typing Techniques
2. Perform Basic Typing Skills Needed to Become a Good Typist
3. Learn the Touch Keyboard Including Letters, Figures, and Symbol Keys
4. Learn to Type Centering Applications
5. Learn to do Tabulating Applications
6. Learn to Compose at the Typewriter
7. Learn to Type Personal and Business Communications
8. Learn to Type Outlines and Report Manuscripts
9. Develop Building Speed and Accuracy on 3-Minute Timings at 30 Words Per Minute with 3 Errors

INTERMEDIATE TYPEWRITING

Major Concepts/Skills

1. Learn to Type Letters in Mailable Form
2. Learn to Type Memos, Minutes of Meetings, and Agendas in Mailable Form
3. Learn to Type Manuscripts in Mailable Form
4. Learn to Type Tables in Mailable Form
5. How to Operate an Electronic Typewriter
6. Develop Proofreading Skills
7. Develop Better Spelling Skills
8. Develop an Appreciation for Quality Work
9. Develop Increased Speed and Accuracy on 5-Minute Timings with a 5 Error Cut-Off

ADVANCED TYPEWRITING

Major Concepts/Skills

1. Demonstrate a High Level Skill of Keyboard Mastery and Manipulation Techniques
2. Comprehend Various Business and Executive Reports and Demonstrate the Ability to Coordinate the Material into correct Typewritten Copy
3. Take 40-65 or more GWAM with no more than one Error Per Minute
4. Produce a Net Production Rate a Minute Ranging from 15-30 N-PRAM
5. Demonstrate Skill in Typing Figures and Symbols
6. Effectively Use the Dictionary and Demonstrate a High Level Ability to proofread and Make Corrections
7. Demonstrate Skill in Typing from Rough Handwritten and Typewritten Drafts
8. Typewrite for Duplicating and Reproducing Purposes on Electronic Typewriters and Microcomputers

CLERICAL OFFICE PROCEDURES

Major Concepts/Skills

1. Learn the Nature of Clerical Work, its Requirements, and Career Opportunities

2. Develop the Proper Personal and Human Relation Qualities to Ensure Success on the Job

3. Learn to Use the Basic Reference-Sources Used in the Office and Understand the Importance of Orderly Work Flow

4. Develop Proper Telephone Techniques, Be Acquainted with Telecommunication Services, and Learn to Handle Travel Details

5. Learn the Procedure Involved in Handling Incoming and Outgoing Mail

6. Learn to Write Letters or Applications and Prepare Personal Resumes

7. Develop Typewriting Production Skills in Producing Mailable Letters, Manuscripts, Tables, and Forms

8. Develop Skills in Reprographics, Records Management, Word Processing, and Data Concepts

9. Learn Modern Office Techniques Through a Simulated Business Office

Other Concepts/Skills

1. Time Management

2. Business English Skills

SECRETARIAL OFFICE PROCEDURES

Major Concepts/Skills

1. Learn the Nature of Secretarial Work, its Requirements, and Career Opportunities
2. Develop the Proper Personal and Human Relations Qualities to Ensure Success on the Job
3. Learn to Use the Basic Reference Sources, and Understand the Importance of Orderly Work Flow
4. Practice Making Decisions Involving the Setting of Priorities, Planning, Organizing, and Evaluating Work Performance
5. Develop Proper Transcription Procedures and Mailability Skills in Shorthand
6. Develop Proper Telephone Techniques; Learn About Telecommunication Services, Handling Travel Details, and Handling Mail
7. Learn to Write Letters of Application and Resumes
8. Develop Skills in Reprographics, Records Management, Word Processing, and Data Processing Concepts
9. Learn Modern Office Techniques Through a Simulated Business Office

BUSINESS COMMUNICATIONS

Major Concepts/Skills

1. Communication in Business Oral and Written Communication, Listening and Reading Skills
2. The Use of Correct Grammar
3. The Use of Corret Punctuation
4. Writing Effective Business Letters
5. Writing an Application Letter and Resume, Preparing for an Employment Interview
6. Filling Out an Application Form and Applying for a Job
7. Writing a Proposal in Report Format
8. Using a Dictating Machine, and Dictating a One-Page Business Letter
9. Completing Research Activities

COOP CLERICAL RELATED OFFICE PROCEDURES

Major Concepts/Skills

1. Learn the Nature of clerical Work, its Requirements, and Career Opportunities

2. Develop the Proper Personal and Human Relation Qualities to Ensure Success on the Job

3. Learn to Use the Basic Reference Sources Used in the Office and Understand the Importance of Orderly Work Flow

4. Develop Proper Telephone Techniques, be Acquainted with Telecommunication Services, and Learn to Handle Travel Details

5. Learn the Procedure Involved in Handling Incoming and Outgoing Mail

6. Learn to Write Letters of Application and Prepare Personal Resumes

7. Develop Typewriting Production Skills in Producing Mailable Letters, Manuscripts, Tables, and Forms

8. Develop Skillls in Reprographics, Records Management, Word Processing, and Data Concepts

9. Develop Leadership Skills by Participating in the Vocational Youth Club-Office Education Association

10. Develop Leadership in OEA; Develop Job Skills by Participating in OJT

COOP SECRETARIAL RELATED OFFICE PROCEDURES

Major Concepts/Skills

1. Learn the Nature of Secretarial Work, its Requirements, and Career Opportunities
2. Develop the Proper Personal and Human Relations Qualities to Ensure Success on the Job
3. Learn to Use the Basic Reference Sources, and Understand the Importance of Orderly Work Flow
4. Practice Making Decisions Involving the Setting of Priorities, Planning, Organizing, and Evaluating Work Performance
5. Develop Proper Transcription Procedures and Mailability Skills in Shorthand
6. Develop Proper Telephone Techniques; Learn About Telecommunication Services, Handling Travel Details, and Handling Mail
7. Learn to Write Letters of Application and Resumes
8. Develop Skills in Reprographics, Records Management, Word Processing, and Data Processing Concepts
9. Learn Modern Office Techniques Through a Simulated Business Office
10. Develop Leadership in OEA; Develop Job Skillls by Participating in OJT

Other Concepts/Skills

1. Business English Skills
2. Time Management
3. Interpersonal Business Commmunications

SHORTHAND (First Year)

Major Concepts/Skills

1. Ability to Apply the Principles of Writing Shorthand
2. Read Practiced Material From the Text-Book Shorthand Plates
3. Write Shorthand Fluently
4. Construct and Transcribe Outlines for Unfamiliar Words
5. Build Sustained Writing Skill
6. Transcribe Notes Accurately and Intelligently at a Reasonable Rate
7. Apply the Principles of English Grammar, Capitalization, Punctuation, Spelling, Word Division, and Correct Use of Words
8. Proofread Transcripts Accurately
9. Follow Directions and Develop Desirable Work Habits

SHORTHAND (Second Year)

Major Concepts/Skills

1. Develop a Mastery of Shorthand Theory, Phrases and Brief Forms
2. Develop a Mastery of Reading Your Shorthand Homework and Dictation Notes
3. Develop a Speed Dictation Skill of 100-120 Words a Minute for Three Minutes with 95 Percent Accuracy
4. Transcribe Short, Average, and, Long Letters in Mailable Form
5. Transcribe Letters at a Minimum Transcription Rate of 15-25 Words A Minute
6. Develop Expert Proofreading Skills
7. Apply Accurately the Grammar Principle Necessary for Mailability
8. Develop Efficient Use of Classroon Equipment, Instructional Supplies, and Reference Materials
9. Deveop Skills in the Preparation for Employer-Oriented Tests

BUSINESS MATH

Major Concepts/Skills

1. Perform Fundamental Arithmetic Processes
2. Use Fractions, Decimals, and Percents
3. Compute Depreciation Charges
4. Use checking Accounts and Bank Records
5. Use common Measures
6. Use the Metric System
7. Compute Interest Charges
8. Read and Interpret Graphs
9. Use Payroll Records

BUSINESS ADDING AND CALCULATING MACHINES

Major Concepts/Skills

1. Learn the Touch Method of Electronic Calculator Operation
2. Utilize Technique and Skill Development in the Touch Method
3. Solve Business Math Problems with Machine Assistance
4. Solve Everyday Consumer Problems
5. Understand the Value and Importance of Electronic Printing Calculators in Business
6. Develop Desirable Work Habits
7. Develop a Minimum Speed and Accuracy in Adding columns of Numbers
8. Develop an Operational Knowledge of all Machine Parts and Functions

RECORDS MANAGEMENT

Major Concepts/Skills

1. Purposes of Records Management
2. Application of Filing Rules for Indexing Names of Individuals
3. Application of Filing Rules for Indexing Names of Organizations
4. Types of Filing Equipment Most Often Used in Offices
5. Types of Supplies Most Often Used in Offices
6. Perform Steps in Preparing, Filing, Retrieving, and Destroying Information
7. Organize Files Using 5 Different Systems: Name, Subject, Name and Subject Combined, Geographic, and Numeric Systems
8. Major Features of Micrographics

Other Concepts/Skills

1. Electronic Filing

WORD PROCESSING

Major Concepts/Skill

1. What Word Processing Is and Why Businesses Have Turned Toward Word Processing
2. Different Methods of Originating Information for Word Processing
3. Types of Word Processing Equipment
4. Different Methods of Outputting Information
5. Different Methods of Distribution and Communications
6. Office Organization and Equipment Configurations
7. Perform Word Processing Functions
8. Emerging Career Paths in Word Processing
9. Becoming a Productive Word Processing Employee

Other Concepts/Skills

1. Supervisory Skills Needed in Word Processing

REPROGRAPHICS

Major Concepts/Skills

1. The Uses of Reprographics Including Letters, Reports, Brochures, Business Cards, and Announcements

2. The Techniques and Equipment for Duplicating Ditto and Mimeograph Reproduction

3. The Techniques and Equipment for Offset and Letterpress

4. The Techniques and Equipment for Copying--Photocopier

5. The Techniques and Equipment for Imaging Devices: Computer, Microcomputers, Word Processors, and Printers Used to Make Copies

6. The Preparation Techniques of Reprographics--Typography, Typesetting, Layout, Pasteup, Proofreading, and Finishing

7. The Techniques and Equipment for Micrographics

8. The Proper Paper for Reprographic Uses

9. Career Paths in Reprographics

Other Concepts/Skills

1. Cost Considerations in Reprographics

2. Managing a Small Reprographics Center

CHAPTER III

Recommendations for Course Offerings at the Various Levels and Status of Business Education Subjects in Montana

Recommendations were made concerning 50 Business Education subjects and program offering. One hundred and nine recommendations from Business Education leaders (Representatives of the National Association of Business Teacher Education) and Department Chairmen of High School, Vo-Tech, Junior College, College, and University Departments of Business Education were requested via a questionnaire. Sixty six percent responded.

The respondents were asked to recommend at what level the Business Education subject/program should be taught. Six choices were presented with a direction to recommend as many of the levels as they deemed important. The six choices were: Elementary, Secondary, Junior High School, High School, Post-Secondary (Vo-Tech and Junior College), College/University, and Adult.

The following 50 tables indicate the percentage level of recommendation by the leaders for the specific subject that "Should be Taught" at the particular level. In addition, the percentage level at which the subject "Is Taught" in Montana schools is presented.

At What Level Should Business Education
Subjects be Taught?---Leaders Recommendations
and
What Percent of Montana Schools Offer the Subject?

GENERAL BUSINESS

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	14%	0%
Junior High School (7-9) or (7-8)	76%	29%
Senior High School (10-12) or (-12)	95%	55%
Post-Secondary (Vo-Tech and Junior College)	62%	75%
College/University	43%	100%*
Adult	43%	38%

*Introduction to Business

CONSUMER ECONOMICS/CONSUMER EDUCATION/PERSONAL FINANCE

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	14%	5%
Junior High School (7-9) or (7-8)	38%	57%
Senior High School (10-12) or (9-12)	100%	59%
Post-Secondary (Vo-Tech or Junior College)	85%	75%
College/University	67%	100%
Adult	88%	50%

BUSINESS LAW

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	5%	0%
Junior High School (7-9) or (7-8)	5%	0%
Senior High School (10-12) or (9-12)	90%	50%
Post-Secondary (Vo-Tech and Junior College)	86%	63%
College/University	88%	100%
Adult	74%	25%

ECONOMICS

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	24%	5%
Junior High School (7-9) or (7-8)	24%	0%
Senior High School (10-12) or (9-12)	95%	36%
Post-Secondary (Vo-Tech or Junior College)	90%	75%
College/University	95%	100%
Adult	81%	50%

FREE ENTERPRISE SYSTEMS

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	33%	5%
Junior High School (7-9) or (7-8)	57%	0%
Senior High School (10-12) or (9-12)	95%	39%
Post-Secondary (Vo-Tech and Junior College)	86%	63%
College/University	81%	80%
Adult	86%	50%

BUSINESS PRINCIPLES AND MANAGEMENT

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	5%	0%
Senior High School (10-12) or (9-12)	76%	30%
Post-Secondary (Vo-Tech or Junior College)	95%	63%
College/University	86%	80%
Adult	81%	13%

ACCOUNTING I (First Year)

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	0%	0%
Senior High School (10-12) or (9-12)	81%	98%
Post-Secondary (Vo-Tech and Junior College)	95%	100%
College/University	90%	100%
Adult	86%	75%

ADVANCED ACCOUNTING (Second Year)

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	0%	0%
Senior High School (10-12) or (9-12)	65%	52%
Post-Secondary (Vo-Tech or Junior College)	95%	100%
College/University	95%	100%
Adult	81%	25%

RECORDKEEPING

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	29%	0%
Senior High School (10-12) or (9-12)	90%	52%
Post-Secondary (Vo-Tech and Junior College)	33%	63%
College/University	0%	0%
Adult	52%	63%

DATA PROCESSING

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	24%	0%
Senior High School (10-12) or (9-12)	100%	48%
Post-Secondary (Vo-Tech or Junior College)	95%	80%
College/University	90%	100%
Adult	81%	50%

MICROCOMPUTERS

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	57%	83%
Junior High School (7-9) or (7-8)	81%	86%
Senior High School (10-12) or (9-12)	95%	68%
Post-Secondary (Vo-Tech and Junior College)	95%	100%
College/University	93%	100%
Adult	95%	50%

KEYBOARDING

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	62%	24%
Junior High School (7-9) or (7-8)	90%	29%
Senior High School (10-12) or (9-12)	95%	41%
Post-Secondary (Vo-Tech or Junior College)	86%	100%
College/University	86%	100%
Adult	86%	50%

BEGINNING TYPEWRITING
(First Semester)

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	10%	5%
Junior High School (7-9) or (7-8)	71%	14%
Senior High School (10-12) or (9-12)	93%	100%
Post-Secondary (Vo-Tech and Junior College)	93%	100%
College/University	74%	100%
Adult	84%	88%

INTERMEDIATE TYPEWRITING
(Second Semester)

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	19%	0%
Senior High School (10-12) or (9-12)	100%	95%
Post-Secondary (Vo-Tech or Junior College)	93%	100%
College/University	79%	100%
Adult	84%	88%

ADVANCED TYPEWRITING
(Third Semester)

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	5%	0%
Senior High School (10-12) or (9-12)	90%	70%
Post-Secondary (Vo-Tech and Junior College)	95%	100%
College/University	81%	100%
Adult	76%	88%

CLERICAL OFFICE PROCEDURES

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	0%	0%
Senior High School (10-12) or (9-12)	95%	52%
Post-Secondary (Vo-Tech or Junior College)	81%	88%
College/University	50%	40%
Adult	81%	50%

SECRETARIAL OFFICE PROCEDURES

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	0%	0%
Senior High School (10-12) or (9-12)	95%	45%
Post-Secondary (Vo-Tech and Junior College)	90%	88%
College/University	76%	80%
Adult	90%	50%

GENERAL OFFICE PROCEDURES

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	5%	0%
Senior High School (10-12) or (9-12)	98%	48%
Post-Secondary (Vo-Tech or Junior College)	84%	88%
College/University	62%	60%
Adult	88%	50%

CO-OP CLERICAL RELATED OFFICE PROCEDURES

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	5%	0%
Senior High School (10-12) or (9-12)	100%	18%
Post-Secondary (Vo-Tech and Junior College)	76%	50%
College/University	10%	40%
Adult	38%	13%

CO-OP SECRETARIAL RELATED OFFICE PROCEDURES

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	5%	0%
Senior High School (10-12) or (9-12)	100%	16%
Post-Secondary (Vo-Tech or Junior College)	81%	50%
College/University	24%	40%
Adult	43%	13%

CO-OP RELATED GENERAL OFFICE PROCEDURES

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	5%	0%
Senior High School (10-12) or (9-12)	100%	23%
Post-Secondary (Vo-Tech and Junior College)	78%	50%
College/University	15%	40%
Adult	40%	13%

SHORTHAND I (First Year)

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	0%	0%
Senior High School (10-12) or (9-12)	86%	73%
Post-Secondary (Vo-Tech or Junior College)	90%	100%
College/University	76%	100%
Adult	86%	50%

SHORTHAND II (Second Year)

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	0%	0%
Senior High School (10-12) or (9-12)	76%	25%
Post-Secondary (Vo-Tech and Junior College)	81%	100%
College/University	71%	100%
Adult	81%	25%

BUSINESS COMMUNICATIONS

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	5%	0%
Senior High School (10-12) or (9-12)	86%	48%
Post-Secondary (Vo-Tech or Junior College)	95%	100%
College/University	95%	100%
Adult	86%	50%

BUSINESS MATH

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	5%	5%
Junior High School (7-9) or (7-8)	24%	29%
Senior High School (10-12) or (9-12)	100%	64%
Post-Secondary (Vo-Tech and Junior College)	81%	100%
College/University	19%	0%
Adult	81%	63%

BUSINESS ADDING AND CALCULATING MACHINES

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	14%	0%
Senior High School (10-12) or (9-12)	86%	86%
Post-Secondary (Vo-Tech or Junior College)	71%	100%
College/University	50%	60%
Adult	81%	63%

RECORDS MANAGEMENT

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	0%	0%
Senior High School (10-12) or (9-12)	62%	59%
Post-Secondary (Vo-Tech and Junior College)	95%	100%
College/University	88%	100%
Adult	79%	38%

REPROGRAPHICS--COPY PROCESSING

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	0%	0%
Junior High School (7-9) or (7-8)	0%	0%
Senior High School (10-12) or (9-12)	74%	55%
Post-Secondary (Vo-Tech or Junior College)	93%	100%
College/University	62%	80%
Adult	74%	25%

WORD PROCESSING

Level	Percentage	
	Should be Taught	Is Taught in Montana
Elementary (1-6)	5%	0%
Junior High School (7-9) or (7-8)	5%	0%
Senior High School (10-12) or (9-12)	100%	61%
Post-Secondary (Vo-Tech and Junior College)	95%	100%
College/University	95%	100%
Adult	90%	50%

Programs (1 to 2 Years)
Post-Secondary, College, University, and Adult

CO-OP CLERICAL OFFICE EDUCATION PROGRAM

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	76%	50%
College/University	10%	20%
Adult	38%	13%

CO-OP SECRETARIAL OFFICE EDUCATION PROGRAM

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	81%	50%
College/University	24%	40%
Adult	43%	13%

CO-OP ACCOUNTING OFFICE EDUCATION PROGRAM

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	86%	20%
College/University	30%	0%
Adult	43%	20%

CO-OP DATA PROCESSING OFFICE EDUCATION PROGRAM

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	90%	0%
College/University	25%	0%
Adult	43%	0%

ACCOUNTING/BOOKKEEPING

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	86%	75%
College/University	43%	0%
Adult	67%	33%

BUSINESS DATA PROCESSING

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	90%	63%
College/University	57%	20%
Adult	71%	17%

CLERK-TYPIST

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	69%	100%
College/University	5%	0%
Adult	69%	25%

COMPUTER OPERATOR/PROGRAMMER

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	90%	13%
College/University	57%	40%
Adult	62%	13%

DATA ENTRY OPERATOR

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	81%	38%
College/University	17%	0%
Adult	71%	17%

GENERAL OFFICE CLERK

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	79%	100%
College/University	10%	0%
Adult	71%	33%

LEGAL TYPIST/TRANSCRIPTIONIST

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	81%	38%
College/University	17%	0%
Adult	71%	13%

MEDICAL RECEPTIONIST

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	98%	38%
College/University	19%	0%
Adult	69%	13%

SECRETARY, GENERAL

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	93%	100%
College/University	43%	0%
Adult	79%	17%

SECRETARY, LEGAL

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	98%	75%
College/University	43%	0%
Adult	65%	17%

SECRETARY, MEDICAL

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	100%	75%
College/University	38%	0%
Adult	65%	13%

SECRETARY, EXECUTIVE

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	95%	25%
College/University	71%	40%
Adult	52%	13%

WORD PROCESSING OPERATOR

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	90%	38%
College/University	38%	40%
Adult	67%	17%

CORRESPONDING SECRETARY

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	100%	100%
College/University	43%	20%
Adult	62%	17%

ADMINISTRATIVE ASSISTANT

Level	Percentage	
	Should be Taught	Is Taught in Montana
Post-Secondary (Vo-Tech and Junior College)	86%	0%
College/University	86%	40%
Adult	52%	13%

BACHELOR'S DEGREE PROGRAM

Degree Program	Percentage	
	Should be Taught	Is Taught in Montana
Office Administration (also called Office Systems, Administrative Management, and Administrative Services)	100%	60%
Business Teacher Education	95%	100%

*School surveyed relative to Bachelor Degree Programs were five--- Montana State University, University of Montana, Eastern Montana College, Northern Montana College, and Western Montana College.

GRADUATE DEGREE PROGRAM

Degree Program	Percentage	
	Should be Taught	Is Taught in Montana
1. Master of Education, Business Education Emphasis	100%	40%
2. Master of Science in Business Education	100%	20%
3. Master of Vocational Education, Emphasis in Business Education	50%	20%
4. Doctorate in Education, Emphasis in Business Education	100%	40%
5. Doctorate in Vocational Education, Emphasis in Business Education	60%	0%

*Schools surveyed relative to graduate Programs were five--- Montana State University, University of Montana, Eastern Montana College, Northern Montana College, and Western Montana College.

CHAPTER IV

Computer Usuage Survey Summary for Montana Schools

The Office of Public Instruction, Helena, Montana, under the direction of Mr. Dan Dolan, Math/Computer Education Specialist conducted a computer usage survey for the past three years. A comparison of his study and this study relative to computers and microcomputers in the Junior High School and High School business education departments is presented in the Table below.

Computer and Microcomputer Usage in Business Education in Montana

Study	Number	Percentage
November, 1983 Dolan Study	142	76%
November, 1984 Dolan Study	148	79%
May, 1984 Hertz Study Junior High=86%; Senior High=68%	144	77%

CHAPTER V : SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

In order to summarize the findings relative to subject and unit of instruction offerings in the Business Education Curriculum at the various levels in the High School curriculum, the Table on Pages 46 & 47 gives the percentage breakdown in comparing Montana AA, A, B, and C schools as to whether a subject is taught separately or as a unit of instruction in a subject.

The "Leaders" in making recommendations as to which concepts/skills belonged to a given subject did not differentiate significantly. These recommendations appear in Chapter II of this study. Also, the leaders made very few recommendations in differentiating as to what should be the standard of performance of a given concept/skill at the various levels. A typical comment would be that if the subject were offered at the junior high school level, it should have a higher level of performance at the high school level, but if a student took the subject for the first time in high school, then the standard of performance should be quite similar.

Separate Course Offerings As Compared to Unit of Instruction in Another Course Offering in Montana High Schools

	Percentage							
	Taught as a Separate Subject				Taught as a Unit of Instruction in a Subject			
	AA	A	B	C	AA	A	B	C
1. General Business	53%	100%	100%	83%	17%	0%	0%	17%
2. Consumer Economics	57%	25%	43%	50%	43%	75%	57%	50%
3. Business Law	100%	100%	100%	80%	0%	0%	0%	20%
4. Economics	33%	60%	20%	0%	67%	20%	80%	0%
5. Free Enterprise System	0%	40%	0%	0%	100%	60%	100%	0%
6. Business Principles and Management	17%	33%	20%	0%	83%	67%	80%	0%
7. Accounting I (First Year)	100%	100%	100%	90%	0%	0%	0%	10%
8. Accounting II (Second Year)	100%	100%	100%	100%	0%	0%	0%	0%
9. Recordkeeping	100%	75%	33%	17%	0%	25%	67%	83%
10. Data Processing	40%	10%	33%	50%	60%	90%	67%	50%
11. Microcomputers	50%	20%	33%	43%	50%	80%	67%	57%
12. Keyboarding	17%	29%	0%	25%	83%	71%	100%	75%
13. Beginning Typewriting (1st Semester)	100%	100%	100%	90%	0%	0%	0%	10%
14. Intermediate Typewriting (2nd Semester)	91%	100%	100%	90%	9%	0%	0%	10%
15. Advanced Typewriting (3rd Semester)	86%	100%	100%	50%	14%	0%	0%	50%

	Percentage							
	Taught as a Separate Subject				Taught as a Unit of Instruction in a Subject			
	AA	A	B	C	AA	A	B	C
16. Clerical Office Procedures	67%	90%	100%	33%	33%	10%	0%	67%
17. Secretarial Office Procedures	57%	57%	100%	0%	43%	43%	0%	100%
18. General Office Procedures	63%	29%	50%	100%	37%	71%	50%	0%
19. Co-op Clerical Related Office Procedures	67%	100%	100%	0%	33%	0%	0%	0%
20. Co-op Secretarial Related Office Procedures	60%	100%	100%	0%	40%	0%	0%	0%
21. Co-op Related General Office Procedures	71%	100%	100%	0%	29%	0%	0%	0%
22. Shorthand I (1st Year)	100%	100%	100%	100%	0%	0%	100%	0%
23. Shorthand II (2nd Year)	100%	33%	100%	0%	0%	67%	100%	0%
24. Business Communications	33%	20%	0%	0%	67%	80%	100%	100%
25. Business Math	13%	38%	84%	67%	87%	62%	14%	33%
26. Business Adding and Calculating Machines	44%	10%	13%	20%	56%	90%	87%	80%
27. Records Management	0%	0%	0%	0%	100%	100%	100%	100%
28. Reprographics	0%	0%	0%	0%	100%	100%	100%	100%
29. Word Processing	38%	0%	0%	25%	62%	100%	100%	75%

CONCLUSIONS

1. Elementary School

Leaders recommendations as to the offering of Business and Office Education subjects at the Elementary level are in agreement with the practitioners--Elementary schools that do offer the subject or unit of instruction concerning the following subjects:

A. Should be offered and is being offered at a majority of the Elementary Schools.

1. Microcomputers

B. Should be offered at the Elementary level, but is not being offered by a majority of the schools.

1. Keyboarding

C. Minority recommendation (less than 50 percent). The following two subjects/units of instruction were recommended by the leaders--24 to 33 percent--but are offered by only 5 percent of the Elementary Schools.

1. Economics

2. Free Enterprise System

D. There was general agreement that the remaining Business and Office Education subjects/units of instruction should not be offered and are not offered by Montana Elementary schools.

2. Junior High School

Leaders recommendations as to the offering of Business and Office Education subjects at the Junior High School level are in agreement with the practitioners concerning the following subjects:

A. Should be offered and is being offered at a majority of Junior High Schools.

1. Microcomputers

B. Should be offered at the Junior High School level but is not being offered by a majority of the schools.

1. General Business

2. Free Enterprise Systems

3. Keyboarding

4. Beginning Typewriting

C. Should not be offered but is offered by a majority of the Junior High Schools.

1. Consumer Economics

D. Minority recommendations (less than 50 percent). The following subjects were recommended by leaders--24 to 29 percent--and are offered by 0 to 29 percent of the Junior High Schools.

1. Economics

2. Recordkeeping

3. Data Processing

4. Business Math

E. There was general agreement that the remaining Business and Office Education subjects/units of instruction should not be offered and are not offered by Montana Junior High Schools.

3. Senior High School

Leaders recommendations as to the offering of Business and Office Education subjects at the Senior High School level are in agreement with the Practitioners concerning the following subjects:

A. Should be offered and is being offered at a majority of the Senior High Schools.

1. General Business

2. Consumer Economics

3. Business Law

4. Accounting I (1st Year)

5. Accounting II (2nd Year)

6. Recordkeeping

7. Microcomputers

8. Beginning Typewriting (1st Semester)

9. Intermediate Typewriting (2nd Semester)

10. Advanced Typewriting (3rd Semester)

11. Clerical Office Procedures

12. Shorthand I (1st Year)

13. Business Math

14. Business Adding and Calculating Machines

15. Records Management

16. Reprographics--Copy Processing

17. Word Processing

B. Should be offered at the Senior High School level, but is <u>not</u> being offered by a majority of the schools.

1. Economics

2. Free Enterprise Systems

3. Business Principles and Management

4. Data Processing

5. Keyboarding

6. Secretarial Office Procedures

7. General Office Procedures

8. Co-op Clerical Related Office Procedures

9. Co-op Secretarial Related Office Procedures

10. Co-op Related General Office Procedures

11. Shorthand II (2nd Year)

12. Business Communications

C. Refer to Chapter III of this study for the exact percentages in Part A and Part B above.

4. Post-Secondary (Vo-Tech and Junior College)

A. All 29 Business and Office Education subjects referred to in Part 3 "Senior High School" above are recommended by the leaders to be taught at the Post-Secondary level with the exception of Recordkeeping, and all 29 subjects are being taught by a majority of Montana Post-Secondary Schools.

B. Nineteen specific one and two-year post-secondary programs were recommended for post-secondary schools by the leaders. Because of the diversity and specialization of Montana Vo-Tech Centers and Junior Colleges, most of the post-secondary schools do not offer all of these programs. The reader is referred to Chapter III of this study for specific percentages.

5. College/University

Leaders recommendations as to the offering of Business and Office Education Degree Programs at the College/University level are in agreement with the practitioners concerning the following Bachelor's Degree Programs.

1. Office Administration (also called Office Systems, Administrative Management, Information Systems, and Administrative Services.

2. Business Teacher Education

Graduate Programs

1. Four units of the University System offer graduate programs in Business Education as follows:

   a. Master of Education, Business Education Emphasis--Two Units

   b. Master of Science in Business Education--One Unit

   c. Master of Vocational Education, Emphasis in Business Education--One Unit

2. Both Universities offer a Docorate in Education, Emphasis in Business Education

6. Adult

Due to the immense diversity in Adult Education Programs in Montana, few valid conclusions can be offered from the data gathered. In some Districts no adult education is offered. In Districts where a Vo-Tech Center is located, the offering of subjects and programs is equal to the Post-Secondary offerings.

RECOMMENDATIONS

Based on the findings and conclusions of this study the following recommendations are offered:

1. Keyboarding should be offered in more Montana Elementary Schools.

2. General Business, Free Enterprise Systems, Keyboarding, and Beginning Typewriting should be offered more in Montana Junior High Schools.

3. The following subjects should be offered in more Montana Senior High Schools.

    1. Economics
    2. Free Enterprise Systems
    3. Business Principles and Management
    4. Data Processing
    5. Keyboarding
    6. Secretarial Office Procedures
    7. General Office Procedures
    8. Co-op Clerical Related Office Procedures
    9. Co-op Secretarial Related Office Procedures
    10. Co-op Related General Office Procedures
    11. Shorthand II (2nd Year)
    12. Business Communications

4. Further study is recommended in order to determine if more one and two-year programs should be offered at Montana Post-Secondary Schools.

5. Further study is recommended in order to determine the needs of Adult Education offerings at the various levels.

6. In a time of increasing requirements for students in the area of General Education, every effort should be made by business teachers to have business education subjects available to students at all levels.